
Standardized Testing and Reporting (STAR) Program



Communicating with Parents and Guardians About 2009 STAR Program Tests

Resources for Use by School District and School Staff

- Parent/Guardian Guides
- Newsletter Inserts
- Sample Letters/Attachments

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Prepared by the
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Purpose of This Packet

The purpose of this document is to provide information for school districts and schools to use for informing parents and guardians about the Standardized Testing and Reporting (STAR) Program. The materials are intended to provide a basis for increasing parents' and guardians' understanding of state testing programs and policies. The documents in this package may be used to develop newsletters and other school/home communications.

Communicating with Parents and Guardians About 2009 STAR Program Tests: Resources for Use by School District and School Staff is designed for use by school district and school administrators as they work with staff and parent leaders to prepare guides, newsletters, special mailings, and other notifications to parents and guardians.

Use of Information and Materials

Assistance material in this packet includes a series of parent/guardian guides, two school/home newsletter inserts that focus on the 2009 STAR Program tests, and sample letters for parents and guardians. In addition, there is a special brochure for parents and guardians that offers suggestions for helping their children achieve, an assistance guide for "Accessing the Program Resources Web Page," and a listing of "Resources Available on the Internet." The "Suggested Uses of Information and Materials" chart on pages 5 and 6 describes each piece included in the packet.

This packet is designed for use with *Understanding 2009 STAR Program Tests: Information for School District and School Staff*. This companion assistance packet provides information about the 2009 Star Program to help local administrators work with teachers and support staff to prepare them for their roles as key communicators. Both packets are posted on the California Department of Education (CDE) Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Special Focus Areas

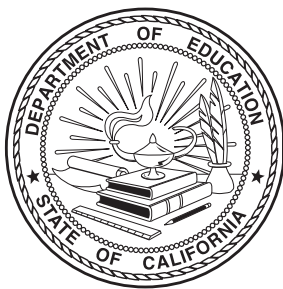
Some of the materials in this packet provide information designed for communicating with parents and guardians of students with disabilities and students who are English Learners. These materials are listed in the Table of Contents. The chart on pages 5 and 6 shows which materials are available in Spanish as well as in English. Spanish translations will be posted separately on the CDE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Suggested Uses of Information and Materials

Document	Description	Suggested Uses
Parent/Guardian Guides Available Languages: English and Spanish	Seven guides that provide answers to questions frequently asked by parents and guardians in a brief and user-friendly format about the following topics: <ul style="list-style-type: none"> ■ 2009 STAR Program ■ California Standards Tests ■ California Writing Standards Tests ■ California Modified Assessment ■ California Modified Writing Standards Test ■ California Alternate Performance Assessment ■ Standards-based Tests in Spanish 	<ul style="list-style-type: none"> ■ Attach to a principal's letter to parents and guardians. ■ Distribute copies at parent/guardian workshops and meetings. ■ Attach copies to regular communications to parents and guardians (e.g., lunch menus, weekly home packets, PTA communications). ■ Post copies on the school district or school Web site. ■ Distribute by e-mail to parents and guardians.
Spotlight on STAR 2009 (Articles for school/home newsletters) Available Languages: English and Spanish	Two articles that describe the 2009 STAR Program and provide answers to many of the questions asked by parents and guardians.	<ul style="list-style-type: none"> ■ Include inserts (or sections of the inserts) in separate school district or school newsletters.* ■ Use inserts in student newspapers at appropriate grades. ■ Attach copies to regular communications to parents and guardians (e.g., lunch menus, weekly home packets, PTA communications). ■ Post copies in the main school office or on bulletin boards. ■ Post copies on the school district or school Web site. ■ Distribute by e-mail to parents and guardians.
Sample Parent/Guardian Letters: Before STAR Program Testing Begins (Series of letters to parents and guardians) Available Languages: English and Spanish	Four sample letters that can be used to notify parents and guardians of the 2009 STAR Program tests and testing schedule. The letters focus on all students, students taking the California Modified Assessment, students taking the California Alternate Performance Assessment, or English learners.	<ul style="list-style-type: none"> ■ Distribute in special mailings to parents and guardians just prior to STAR Program testing.
STAR 2009 Program at a Glance Available Languages: English and Spanish	Three charts that outline key features of each STAR Program test. The charts target the elementary, middle, and high school levels.	<ul style="list-style-type: none"> ■ Attach the appropriate Program at a Glance chart to letters sent to parents and guardians.

* Insert test administration dates and other local information where indicated.

Document	Description	Suggested Uses
Helping Your Children Achieve Available Languages: English and Spanish	A brochure that highlights suggestions for parents and guardians to help their children achieve in school.	<ul style="list-style-type: none"> ■ Attach to letters sent to parents and guardians. ■ Distribute copies at parent/guardian workshops and meetings. ■ Have teachers share copies at parent/guardian conferences.
Accessing the Program Resources Web Page Available Language: English	Step-by-step instructions for accessing the CDE Program Resources Web page at http://www.cde.ca.gov/ta/tg/sr/resources.asp .	<ul style="list-style-type: none"> ■ Inform parents and guardians of the availability of these instructions and where they are located. ■ Share this information with school district and school staff to facilitate their use of the Program Resources Web page.
Glossary of Terms and Acronyms Available Language: English	Briefly describes key terms, with their acronyms, related to the STAR Program for 2009.	<ul style="list-style-type: none"> ■ Distribute copies at parent/guardian workshops and meetings. ■ Have teachers share copies at parent/guardian conferences.
Resources Available on the Internet Available Language: English	Lists resources for the 2009 STAR Program that are available on the Internet.	<ul style="list-style-type: none"> ■ Distribute copies at parent/guardian workshops and meetings. ■ Have teachers share copies at parent/guardian conferences.



STAR

2009 Standardized Testing and Reporting (STAR) Program

Parent/Guardian Guide to the 2009 STAR Program

The tests in the Standardized Testing and Reporting (STAR) Program are an important part of the state assessment system. These tests are administered each spring to measure how well students in California's public schools are achieving the California content standards. These achievement tests target English-language arts and mathematics in grades two through eleven. In addition, tests in science and history-social science are given in selected grades.

Educating students is a team effort. Parents, guardians, students, schools, and communities benefit when there is a shared responsibility for learning. To fully participate as part of this team, parents and guardians should have a thorough understanding of the role the tests in the STAR Program play in making sure that all students achieve California's content standards.

Answers to commonly asked questions about the 2009 STAR Program are provided below. Additional information about specific tests in the STAR Program is available in this packet.

Questions and Answers About the STAR Program

Who participates in the STAR Program?

All students in grades two through eleven in California's public schools participate in the STAR Program each spring. This includes students with disabilities and students who are English learners.

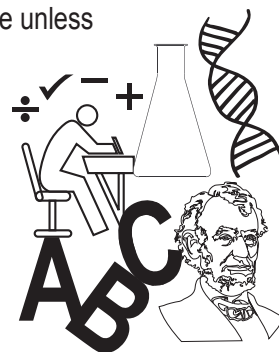
What are the tests in the 2009 STAR Program?

- The **California Standards Tests (CSTs)** measure students' achievement of California's content standards for English-language arts, mathematics, science, and history-social science. These tests are given in grades two through eleven.

- The **California Modified Assessment (CMA)** measures students' achievement of California's content standards for English-language arts, mathematics, and science. In 2009, this assessment will be given to students with disabilities in grades three through eight who meet the CMA eligibility criteria approved by the State Board of Education.
- The **California Alternate Performance Assessment (CAPA)** measures students' achievement of California's content standards for English-language arts, mathematics, and science. This alternate assessment is given to students in grades two through eleven who have significant cognitive disabilities and are unable to take the CSTs or CMA with accommodations or the CSTs with modifications.
- The **Standards-based Tests in Spanish (STS)** measure students' achievement of California's content standards in reading/language arts and mathematics in Spanish. These assessments are given to Spanish-speaking English learners in grades two through eleven.

Must all students participate in STAR Program testing?

Yes. All students must participate unless their parents or guardians have submitted a written request to the school to exempt them from STAR Program testing (*Education Code Section 60615*). It is very important that all students take part in the STAR Program. Each school



Parent/Guardian Guide to the 2009 STAR Program

district and school must have at least 95 percent of its students participate in statewide assessments in order to meet federal accountability requirements.

When will I receive my child's STAR Student Report?

Most parents or guardians will receive their child's STAR Student Report by the end of September 2009.

What information will my child's report include?

Your child's STAR Student Report will provide results for the CSTs, CMA, CAPA, or STS, depending on the test taken. The STAR Student Report for the CSTs will show scores and performance levels for each subject tested. It will include scores for specific content areas within each subject tested and a California Reading List (CRL) number.

The STAR Student Report for the CMA for 2009 will show scores and performance levels for English–language arts and mathematics in grades three through five and for science in grade five. It will show percent correct scores for English–language arts in grades six through eight, for mathematics in grades six and seven, and for science in grade eight.

The STAR Student Report for the CAPA for 2009 will show scores and performance levels for English–language arts and mathematics in Levels I through V and for science in Levels I, III, IV, and V.

The STAR Student Report for the STS for 2009 will show scores and performance levels for reading/language arts and mathematics in grades two through four. It will show percent correct scores for grades five through eleven. The STAR Student Report for the STS is provided in Spanish.

Performance levels of proficient or advanced on the STAR Student Report indicate that your child is meeting or surpassing the state's target for academic achievement. Performance levels of basic, below basic, or far below basic indicate areas of learning that need improvement. An explanation about all of the information included in your child's report will accompany the report.

Note: Your child's test results are confidential and are maintained only by the school district.

What is the CRL number?

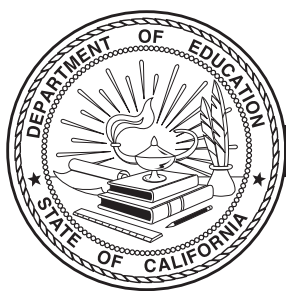
The CRL number is an index based on each student's score on the CST for English–Language Arts. Parents, guardians, students, and teachers may use the CRL to access a list of books that are at a student's reading level. The list is available on the California Department of Education (CDE) California Reading List Web page at <http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>. Parents and guardians may find this list helpful when selecting books for their children to read at home.

How are the 2009 STAR Program results used to improve my child's education?

- STAR Program results provide information about each child's progress that is used to help parents, guardians, and teachers work together to improve student learning.
- Schools use STAR Program results to help make decisions about how best to support student achievement.
- STAR Program results also can be used along with other available data to assist in identifying students for promotion or retention and for special intervention or enrichment programs. Test results, however, should never be used as the only source of information to make important decisions about a student's education.

How to find out more...

If you have additional questions about California's content standards or the STAR Program tests, please direct them to your child's teacher, counselor, or school office. You also can find answers to questions about the STAR Program on the CDE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. California's content standards can be reviewed on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/>.



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2009 Standardized Testing and Reporting (STAR) Program

Parent/Guardian Guide to the California Standards Tests

The California Standards Tests (CSTs) are given to students in grades two through eleven as a part of the Standardized Testing and Reporting (STAR) Program. Developed exclusively for California's public schools, the CSTs provide information that can be used to determine how well students are achieving state content standards. These standards describe the knowledge and skills that students should learn in each grade. California's content standards for all subjects and grades tested are available on the California Department of Education (CDE) Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/>.

Questions and Answers About the CSTs

Who takes the CSTs?

All students participating in the STAR Program take the CSTs with one exception. The exception is special education students whose individualized education program (IEP) specifies that they take the California Modified Assessment (CMA) or the California Alternate Performance Assessment (CAPA).

What is done to help students with disabilities who take the CSTs?

Some students with disabilities may require testing variations, accommodations, and/or modifications to be able to take the CSTs. These are listed in *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, which is available on the CDE Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Test variations are allowed for any student who regularly uses them in the classroom. Accommodations and modifications must be specified in each student's IEP or Section 504 plan. No testing below a student's designated grade is allowed.

What is done to help students who are English learners?

During testing, students who are English learners may use English-to-primary-language translation glossaries or word lists that regularly are used in the classroom. These glossaries or word lists may not include definitions or formulas. English learners may use these glossaries or word lists for all subjects on the CSTs except the CST for English–Language Arts. English learners also may have test directions translated for them and ask clarifying questions in their primary language for all subjects tested on the CSTs, including the CST for English–Language Arts. Variations allowed for English learners are listed in *Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007)*, which is available on the CDE Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Which grades and subjects are included in the CSTs?

The following grades and subjects are included:

- Grades two, three, four, six, and seven
 - English–language arts*
 - Mathematics

* Students in grades four and seven also complete a writing task as a part of the CST for California English–Language Arts.

Parent/Guardian Guide to the California Standards Tests

- Grade five
 - English–language arts
 - Mathematics
 - Science
- Grades eight, nine, and eleven
 - English–language arts
 - Mathematics
 - Science
 - History–social science (may or may not apply in grade nine)
- Grade ten
 - English–language arts
 - Mathematics
 - Science*
 - History–social science (may or may not apply in grade ten)

What content is tested on the CSTs?

There are three kinds of CSTs, all of which are based on California's content standards:

- CSTs that are based on content standards for a specific grade and subject, such as mathematics in grade two and English–language arts in grade ten
- End-of-course CSTs administered in the secondary grades that are based on content standards for specific courses, such as mathematics, science, and history–social science
- CSTs that cover content standards for a specific subject for more than one grade, such as the CST for Science (Grade 5)

What question format is found on the CSTs?

Questions for all of the CSTs, except the writing tasks in grades four and seven, are in a multiple-

choice format. Students are presented with a question and asked to select the correct answer from four possible choices. Released test questions from the CSTs are posted for public viewing on the CDE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

For the CST for English–Language Arts, students in grades four and seven respond to multiple-choice questions and a writing task (prompt). The score on the writing task is combined with results of the multiple-choice questions to produce an overall score and the performance level for the CST for English–Language Arts.

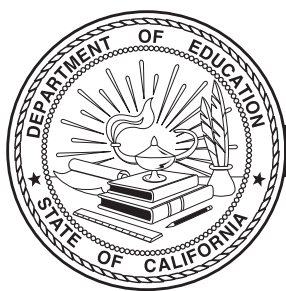
How to find out more...

If you have additional questions about the CSTs or other tests in the STAR Program, please direct them to your child's teacher, counselor, or school office. You also can find answers to questions about the STAR Program on the CDE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

About the Early Assessment Program...

In addition to the STAR Program tests, students in grade eleven may participate in the Early Assessment Program (EAP). The EAP is a collaborative effort between the CDE, State Board of Education, and California State University (CSU). The purpose of this assessment program is to help identify a student's level of readiness for college-level work in English and/or mathematics. Detailed information about the EAP is available on the CSU Web page at <http://www.calstate.edu/eap/> (Outside Source).

* Most grade ten students take two science tests.



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2009 Standardized Testing and Reporting (STAR) Program

Parent/Guardian Guide to the California Writing Standards Test

Each spring, public school students in grades four and seven, who participate in the California Standards Tests (CSTs), complete a writing task as part of the California English–language Arts Standards Test (CST for English–Language Arts). This writing task is called the California Writing Standards Test, or the CST for Writing.

Questions and Answers About the CST for Writing

Who takes the CST for Writing?

All students in grades four and seven who take the multiple-choice part of the CST for English–Language Arts also respond to a writing task (prompt).

What types of writing are required on this writing task for 2009?

The type of writing that will be required for the CST for Writing is not announced in advance; therefore, students must be prepared to respond to the following possible types of writing for their respective grades:

- Students in grade four may be asked to write a fictional narrative (story), a response to literature, or a summary of a reading passage.
- Students in grade seven may be asked to write a fictional narrative (story), a response to literature, a persuasive letter or essay, or a summary of a reading passage.

Where can parents and guardians see sample writing tasks for grades four and seven?

Writing tasks used in previous STAR Program test administrations have been released for public viewing. These tasks are included in the teacher guides found on the California Department of Education (CDE) Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

The released writing tasks include samples of student responses for each possible score point. All tasks are based on California's writing strategy, application, and convention standards, which are a part of the English–language arts content standards.

How much time are students given to respond to the writing task?

The CST for Writing is not timed. Students are given approximately 75 minutes to read the information, plan their written response, and complete a first draft. Students who are actively working at the end of the allotted time must be allowed more time to complete their responses.

How are the students' responses scored?

Experienced readers who score the writing take into account that each response is a first draft. The readers are trained to use specific guidelines (rubrics) to score the students' responses. These rubrics are included in the teacher guides found on the CDE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Parent/Guardian Guide to the California Writing Standards Test

What are the key traits readers look for to determine the score?

Readers carefully read each response to determine the level of writing skills the student has shown, as indicated by the scoring rubric. For example, readers examine the writing to determine whether ideas are thoroughly developed and supported with appropriate details. Readers also evaluate the writing for organization, word choice, sentence structure, grammar, and mechanics (i.e., spelling, punctuation, capitalization).

What is the “passing” score for the CST for Writing?

There is no “passing” score for the CST for Writing. The points assigned to the written response are combined with the number of multiple-choice questions answered correctly to produce the overall score and performance level for the CST for English–Language Arts. The score on the writing task also is converted to a percent correct, which is reported under the writing applications content area on the back of the STAR Student Report.

Helping Children Improve Their Writing

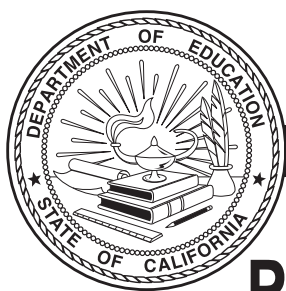
Here are some suggested ways to help your children improve their writing skills:

- Talk with teachers and administrators about the school’s writing program and the expectations for students’ writing performance. When you share a common understanding of the writing skills children are being taught at school, you can provide more effective support at home.

- Encourage your children to write lists, notes, thank-you cards, requests, journals, recipes, letters, book reports, short stories, e-mails, and other types of writing. As with any other skill, writing improves with practice.
- For writing assignments, talk with your children about what they are being asked to do and help them list the points to be covered. As your children complete the assignments, point out parts that are written well and ask questions about parts that are not clear. Help your children focus on developing the ideas in their writing before correcting the mechanics (i.e., spelling, punctuation, capitalization).
- Provide your children with the things they need to write. In addition to paper, pencils, and other writing tools, make sure they have a quiet place to write, a dictionary and thesaurus, and a folder or notebook for keeping their ideas, drafts, and other writing pieces.

How to find out more...

If you have additional questions about the CST for Writing or your school’s writing program, please direct them to your child’s teacher, counselor, or school office. You also can find answers to questions about the CST for Writing and other tests in the STAR Program on the CDE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.



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2009 Standardized Testing and Reporting (STAR) Program

Parent/Guardian Guide to the California Modified Assessment

The California Modified Assessment (CMA) is a part of the Standardized Testing and Reporting (STAR) Program. This test is a modified assessment for students with disabilities who have an individualized education program (IEP) and meet the eligibility criteria approved by the State Board of Education. The IEP must state specifically that the student is to take the CMA for one or more subjects.

All students must take the California Standards Tests (CSTs), the CMA, or the California Alternate Performance Assessment (CAPA) unless their parents or guardians have submitted a written request to the school to exempt them from STAR Program testing (*Education Code* Section 60615). It is very important that all students take part in the STAR Program. Each school district and school must have at least 95 percent of its students participate in statewide tests in order to meet federal accountability requirements.

Questions and Answers About the CMA

Who takes the CMA?

The CMA is taken by special education students as specified in their IEP. Participation criteria for the CMA include, but are not limited to, the following:

- The student took the CST and scored below basic or far below basic in the subject tested and may have taken the CST with a modification; or

The student scored proficient or advanced on CAPA Levels II through V in two previous years.

- Objective evidence of academic progress (or lack of progress), based on multiple measurements over a period of time, indicates that the student will not achieve grade-level standards as measured by a proficient performance on the CSTs, even with accommodations.

A complete listing of the eligibility criteria for participating in the CMA is available on the California Department of Education (CDE) California Modified Assessment Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

Which grades and subjects are being assessed on the CMA in 2009?

In 2009, the CMA will be administered to eligible students in grades three through eight in English–language arts, in grades three through seven in mathematics, and in grades five and eight in science. Students taking the CMA for English–Language Arts in grades four and seven also will complete a writing task (prompt) as a part of the assessment. The score on the writing task will be combined with results of the multiple-choice questions to produce an overall score for the CMA.

Parent/Guardian Guide to the California Modified Assessment

for English–Language Arts. The content standards addressed in the CMA are posted on the CDE California Modified Assessment Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

How do schools decide whether a student should take the CMA?

Each student's IEP team decides whether a student should take the CMA and, if so, which subject(s) are to be tested. Parents or guardians are encouraged to participate on their child's IEP team. School districts are required to inform parents or guardians of their child's achievement as measured on the CMA.

What is the question format on the CMA?

Except for the writing tasks in grades four and seven, questions on the CMA are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from three possible response options. The CMA questions are presented differently from other STAR Program tests in that the type is larger, reading passages are shorter, and more graphics are included.

When will I receive my child's 2009 STAR Student Report for the CMA?

Parents or guardians should receive their child's 2009 STAR Student Report for the CMA by the end of September 2009.

What information will my child's report include?

Results of the 2009 CMA administration will be reported according to the newly approved performance levels for English–language arts and mathematics in grades three through five and for

science in grade five. Results of the 2009 CMA administration will show percent correct scores for English–language arts in grades six through eight, for mathematics in grades six and seven, and for science in grade eight.

May students who take the CMA receive a high school diploma?

Yes. Students who take the CMA are not prevented from completing the requirements for a high school diploma. All students must meet the California High School Exit Examination (CAHSEE) requirements to receive a diploma from a California public high school. Additional information can be found on the CDE California High School Exit Examination Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

Using CMA Results

How are CMA results used?

CMA results are used to monitor students' academic progress. The results are reviewed along with other information about student achievement to make decisions about ways to improve student learning and school programs.

How to find out more...

If you have additional questions about the CMA or other tests in the STAR Program, please direct them to your child's teacher, counselor, or school office. You also can find answers to questions about the STAR Program on the CDE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.



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2009 Standardized Testing and Reporting (STAR) Program

Parent/Guardian Guide to the California Modified Writing Standards Test

In spring 2009, eligible students in grades four and seven who participate in the California English-Language Arts Modified Assessment (CMA for English–Language Arts) must complete a writing task as a part of this assessment. This writing task is called the California Modified Writing Standards Test (CMA for Writing).

Questions and Answers About the CMA for Writing

Who takes the CMA for Writing?

All eligible students in grades four and seven who take the multiple-choice part of the CMA for English–Language Arts also respond to a writing task (prompt).

What types of writing are required for the CMA for Writing in 2009?

The type of writing required for the CMA for Writing is not announced in advance; therefore, students must be prepared to respond to the following possible types of writing for their respective grades:

- Students in grade four may be asked to write a fictional narrative (story), a response to literature, or a summary of a reading passage.

- Students in grade seven may be asked to write a fictional narrative (story), a response to literature, a persuasive letter or essay, or a summary of a reading passage.

Were the content standards for writing modified for the CMA?

No. The CMA for Writing addresses the same content standards for writing at grades four and seven as the the California Writing Standards Test (CST for Writing).

Which question formats are found on the CMA for Writing?

The CMA for Writing follows the same format as the CST for Writing, but the CMA prompt has been changed to facilitate the student's response. Changes in the prompt include shorter reading passages, language that is more accessible, wider lines in the student's response booklet, and a graphic organizer. (A graphic organizer is a pictorial or graphic chart used to organize ideas and information to facilitate writing. Graphic organizers are in textbooks currently adopted by the State Board of Education for the English–language arts curriculum.)

Parent/Guardian Guide to the California Modified Writing Standards Test

How much time are students given to respond to the writing task?

The CMA for Writing is not timed. Students are given approximately 75 minutes to read the information, plan their written response, and complete a first draft. Students who are actively working at the end of the allotted time must be allowed more time to complete their responses.

How are the student responses scored?

Experienced readers who score the writing take into account that each response is a first draft. The readers are trained to use specific guidelines (rubrics) to score the student responses. Readers use the rubrics for the CST for Writing to score the CMA student writing, but the responses used with the rubrics for scoring student writing are CMA responses. In other words, CMA responses are compared only to other CMA responses. The rubrics are included in the teacher guides found on the California Department of Education (CDE) Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

What are the key traits readers look for to determine the writing score?

Readers carefully read each response to determine the level of writing skills the student has shown, as indicated by the scoring rubric. For example, readers examine the writing to determine whether ideas are developed and supported with appropriate details. Readers also evaluate the writing for organization, word choice, sentence structure, grammar, and mechanics (i.e., spelling, punctuation, capitalization).

What is the “passing” score for the CMA for Writing?

There is no “passing” score for the CMA for Writing. The score on the writing assessment is combined with the results of the multiple-choice questions to produce an overall score for the CMA for English–Language Arts.

How to find out more...

If you have additional questions about the CMA for Writing or your school’s writing program, please direct them to your child’s teacher, counselor, or school office. You also can find answers to questions about the CMA for Writing or other tests in the STAR Program on the CDE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.



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2009 Standardized Testing and Reporting (STAR) Program

Parent/Guardian Guide to the California Alternate Performance Assessment

The California Alternate Performance Assessment (CAPA) is a part of the Standardized Testing and Reporting (STAR) Program. This test is an alternate assessment for students with significant cognitive disabilities who are unable to take the California Standards Tests (CSTs) or the California Modified Assessment (CMA) with accommodations or the CSTs with modifications. The goal of the CAPA is to ensure that all of California's students have an opportunity to participate in the STAR Program.

All students must take the CSTs, CMA, or CAPA unless their parents or guardians have submitted a written request to the school to exempt them from STAR Program testing (*Education Code* Section 60615). It is very important that all students take part in the STAR Program. Each school district and school in California must have at least 95 percent of its students participate in statewide tests in order to meet federal accountability requirements.

Questions and Answers About the CAPA

Who takes the CAPA?

The CAPA is taken by special education students with significant cognitive disabilities

in grades two through eleven or in ungraded programs. Their individualized education program (IEP) must specify that they are to take the CAPA.

How do schools decide whether a student takes the CAPA and which level of the CAPA he or she takes?

Each student's IEP team decides whether a student should take the CAPA. Five levels of the CAPA are provided, as shown in the box below. Most students eligible for the CAPA take the level that corresponds to their grade placement.

Five CAPA Levels

- Level I — grades two through eleven (the most significantly cognitively disabled students)
- Level II — grades two and three
- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

Parent/Guardian Guide to the California Alternate Performance Assessment

Which subjects will be assessed by the CAPA in 2009?

In spring 2009, students taking the CAPA will be assessed in English–language arts and mathematics. Students taking the CAPA in grades five, eight, and ten also will be assessed in science. The CAPA is linked to the California content standards that are appropriate for students taking the CAPA. The content standards addressed by the CAPA are posted on the California Department of Education (CDE) California Alternate Performance Assessment Web page at <http://www.cde.ca.gov/ta/tg/sr/capa.asp>.

Who gives the CAPA and how are the questions asked?

A certificated or licensed school staff member who has been trained in CAPA testing procedures gives the CAPA. The examiner works with students individually. As each student is asked to perform a task, the examiner observes the performance and records the response according to a specific scoring rubric (guide).

When will I receive my child's 2009 STAR Student Report for the CAPA?

Most parents and guardians will receive their child's 2009 STAR Student Report by the end of September 2009.

What information will my child's report include?

The 2009 STAR Student Report for the CAPA will provide results that describe how well students achieved on an assessment linked to California's content standards for English–language arts, mathematics, and science (in grades five,

eight, and ten only). The report will show CAPA scale scores and performance levels in English–language arts and mathematics for Levels I through V and in science for Levels I, III, IV, and V. Performance levels of proficient or advanced indicate that the student is meeting or exceeding the state's target for students taking the CAPA. Performance levels of basic, below basic, and far below basic indicate areas that need improvement.

Using CAPA Results

How are CAPA results used?

The IEP team—including teachers, administrators, parents, guardians, and/or support staff—uses the CAPA results every year to help monitor each student's academic progress. The IEP team also uses the results to determine whether the student will take the CSTs, CMA, or CAPA in subsequent years. The results are reviewed with other information about student achievement to help make decisions about ways to improve student learning and school programs. Finally, the CAPA results are used along with results of other state tests to meet state and federal school accountability requirements.

How to find out more...

If you have additional questions about the CAPA or other tests in the STAR Program, please direct them to your child's teacher, counselor, or school office. You also can find answers to questions about the STAR Program on the CDE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.



STAR

2009 Standardized Testing and Reporting (STAR) Program

Parent/Guardian Guide to the Standards-based Tests in Spanish

The tests in the Standardized Testing and Reporting (STAR) Program are given each spring to all students in grades two through eleven in California's public schools to measure their academic achievement. The Standards-based Tests in Spanish (STS) series provides an opportunity for students who are Spanish-speaking English learners to demonstrate what they know and can do on a test given in their primary language.

Questions and Answers About the STS

Is my child required to participate in the STAR Program?

Yes. All English learners in grades two through eleven are required to participate in the STAR Program. Regardless of their primary language, English learners must take the California Standards Tests (CSTs) and/or the California Modified Assessment (CMA), which are administered in English. In addition, eligible Spanish-speaking English learners are required to take the STS.

What is the STS?

The STS series is the designated primary language test (DPLT) that is a part of the STAR Program. These tests measure students' achievement of California's content standards in reading/language arts and mathematics.

What assistance is provided to my child on the STAR Program tests administered in English?

English learners may use English-to-primary-language translation glossaries or word lists that are regularly used in the classroom. These glossaries or word lists may not include definitions or formulas. They may be provided for all subjects on the CSTs and/or CMA except English-language arts. English learners also may have test directions translated for them and ask clarifying questions in their primary language for all subjects tested on the CSTs and/or CMA.

A list of the assistance allowed for English learners is outlined in *Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners*, which is available on the California Department of Education (CDE) Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>. An additional list of assistance allowed for English learners who take the CMA is outlined in *Matrix of the California Modified Assessment Test Variations and Accommodations for the 2009 Administration*, which is available on the CDE California Modified Assessment Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

Is my child required to take the STS?

If your child is in grades two through eleven and meets either of the following criteria, he or she is required to take the STS (*Education Code* Section 60640):

2009 Standardized Testing and Reporting (STAR) Program

Parent/Guardian Guide to the Standards-based Tests in Spanish

- All Spanish-speaking English learners who receive instruction in Spanish (regardless of how long they have been in school in the United States); or
- All Spanish-speaking English learners who have been enrolled in a school in the United States for less than 12 months (cumulative).

At the option of the school district, schools also may use the STS to test English learners who will have been in a United States school 12 months or more (cumulative) and who are not receiving instruction in Spanish.

When will the STS be given to my child in 2009?

School districts are required to give the STS during the same window as that scheduled for the CSTs. Please check with your school or school district for the STAR Program testing dates for your child.

May I request that my child be excused from the STAR Program tests, including the STS?

Yes. Parents or guardians may submit a written request to the school to exempt their child from any or all STAR Program tests (*Education Code* Section 60615). Please contact your child's teacher or school administration about the process for submitting a written request.

May I see the STS?

No. State law (*Education Code* Section 60616) states that all of the tests in the STAR Program, including the STS, are to remain secure. This means that these tests must not be seen by anyone other than the students who take the tests and the parties specified by law (i.e., school board members, legislators).

When will I receive my child's STS results?

STAR Student Reports for the STS must be distributed to parents and guardians within 20

working days after the school district has received them. Most school districts should receive these reports by the end of September 2009. STS reports will be provided in Spanish.

What information will be included on the STS report?

Results shown on the STAR Student Report for the STS will show how well students achieved the identified California content standards for reading/language arts and mathematics. The reports will show scores and performance levels for reading/language arts and mathematics for grades two through four. The reports for grades five through eleven will show percent correct scores.

Using STS Results

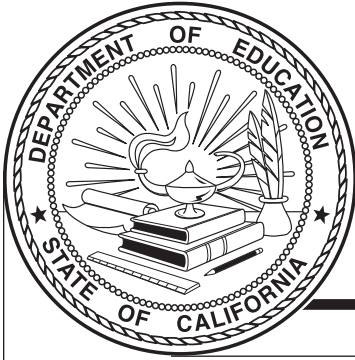
How are STS results used?

The results shown in the STAR Student Report for the STS are used along with other achievement information to identify your child's academic strengths and areas that need improvement.

The STAR Student Report for the STS is one source of information about the progress Spanish-speaking English learners are making in school. Parents or guardians also should review grades, classroom work, and results from other classroom, school district, and state tests for a more complete picture of their child's academic progress.

How to find out more...

If you have additional questions about the STS or other tests in the STAR Program, please direct them to your child's teacher, counselor, or school office. You also can find answers to questions about the STAR Program on the CDE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.



Spotlight on STAR 2009

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

What Is the STAR Program and When Does It Happen?

Students at our school will participate again this spring in the Standardized Testing and Reporting (STAR) Program. The STAR Program, which is authorized by state law until 2011, is an important part of the California assessment system.

The purpose of the STAR Program is to measure how well students are learning the knowledge and skills identified in California's content standards. The content standards describe what students in each grade should know and be able to do in English–language arts, mathematics, history–social science, and science.

All students in grades two through eleven participate in the STAR Program each year. Most students take the California Standards Tests (CSTs). Eligible special education students in grades three through eight with disabilities that prevent them from achieving grade-level standards on

the CSTs, with or without accommodations, may take the California Modified Assessment (CMA). Students with significant cognitive disabilities, who are unable to take the CSTs even with accommodations or modifications, take the California Alternate Performance Assessment (CAPA). The CSTs, CMA, and CAPA are given in English only.

In addition to taking the STAR Program tests that are given in English, eligible students who are Spanish-speaking English learners must take the Standards-based Tests in Spanish (STS). The STS series, administered in Spanish, is the designated primary language test (DPLT) that is a part of the STAR Program. State law (*Education Code* Section 60640) requires all Spanish-speaking English learners to take the STS in addition to the tests in the STAR Program that are administered in English if:

- They receive instruction in Spanish (regardless of how long they have been in school in the United States); or

What Is the STAR Program and When Does It Happen?

- They have been enrolled in a school in the United States for less than 12 months (cumulative).

At the option of the school district, schools also may use the STS to test English learners who will have been in a United States school 12 months or more (cumulative) and who are not receiving instruction in Spanish.

Why More Than One Test?

The 2009 STAR Program includes four tests that provide different information for different purposes. By having more than one test, all students can participate in the STAR Program. The purpose of the CSTs is to show how well students are achieving California's content standards for core subjects. The CMA and CAPA results show how well students with differing degrees of disabilities are achieving California's content standards in the subjects tested. The STS series assesses the academic achievement of Spanish-speaking English learners.

Monitoring Academic Achievement

Together, the STAR Program tests ensure that information about the academic achievement of all students is collected on a regular basis. This information is critical to evaluating the quality of education provided to California's students. To ensure that schools have the most complete information possible, all students need to participate. STAR Program test results, along with other available information, help school staff form a more complete picture of their students' academic achievement.

What Is the STAR Program and When Does It Happen?

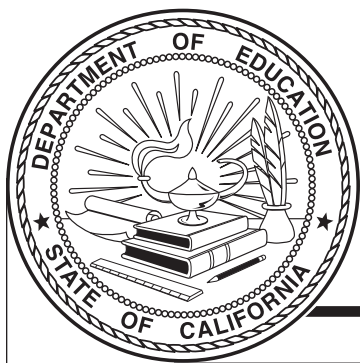
The STAR Program includes the following tests that students at our school are to take on the dates listed:

School District Testing Dates	School District Makeup Dates	2009 STAR Program Tests
		California Standards Tests (CSTs) California Writing Standards Tests* California Modified Assessment (CMA) California Modified Writing Standards Test* California Alternate Performance Assessment (CAPA) Standards-based Tests in Spanish (STS)

Contact **[Insert local contact information]** during regular school hours if you have questions about California's content standards, the STAR Program, or the testing schedule.

NOTE: Before this newsletter is distributed, be sure to insert the information required in the table or in brackets and in bold.

* These writing tests are a part of the CST and CMA for English–Language Arts in grades four and seven.



Spotlight on STAR 2009

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

What Kinds of Score Reports Will Parents and Guardians Receive?

All parents and guardians of students who participate in the STAR Program will receive at least one STAR Student Report that shows how well their children are meeting California's content standards for each subject tested. The school district will send the STAR Student Report to each student's home within 20 working days after the school district has received them. This mailing date may be different for each school district; however, results should be received no later than the end of September 2009. Results are confidential and will be shared only with parents or guardians and their child's teacher.

Separate Reports Provided

Parents and guardians will receive California Standards Test (CST) results in the STAR Student Report. A separate report will be sent to the parents and guardians of students who also participate in the following STAR Program tests:

- California Modified Assessment (CMA)
- California Alternate Performance Assessment (CAPA)
- Standards-based Tests in Spanish (STS)

STAR Student Report: CST

CST results. The STAR Student Report in 2009 will show overall scale scores, performance levels, and content area results for each subject tested by a CST. Overall scores are reported on a scale ranging from 150 to 600. The CST results for each subject tested also are reported by performance levels: advanced, proficient, basic, below basic, or far below basic. The state target is for all students to score at the proficient or advanced level on the CSTs.

In addition, all CST results are reported by content areas that show how a student performed on clusters of standards within each subject tested. These results are reported as percent correct scores. A graphic also compares the student's performance to that of students throughout California scoring proficient on the CST for each subject tested.

California Reading List number. The California Reading List (CRL) is a Web-based tool that allows students and their parents or guardians to access lists of book titles organized by levels of reading difficulty. Ranging from 01 to 13+, the CRL number

What Kinds of Score Reports Will Parents and Guardians Receive?

links the student's score on the CST for English–Language Arts with a list of books at an appropriate reading level for the student. The list is available on the California Department of Education (CDE) California Reading List Web page at <http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>.

STAR Student Report: CMA or CAPA

CMA scores. The STAR Student Report for the CMA will show how well students taking the test achieved California's content standards for English–language arts in grades three through eight, for mathematics in grades three through seven, and for science in grades five and eight. The report will show scores and performance levels for English–language arts and mathematics in grades three through five and for science in grade five. The report will show percent correct scores for English–language arts in grades six through eight, for mathematics in grades six and seven, and for science in grade eight.

CAPA scores. The STAR Student Report for the CAPA will show overall scale scores and performance-level results for English–language arts and mathematics for Levels I through V and for science for Levels I, III, IV, and V. Overall results for the CAPA are reported on a scale ranging from 15 to 60 for English–language arts and mathematics. Results also are reported by performance level: advanced, proficient, basic, below basic, and far below basic.

STAR Student Report: STS

The STAR Student Report for the STS in 2009 will show how well students achieved California's content standards for reading/language arts and mathematics in grades two through eleven. The report will show scores and performance levels for reading/language arts and mathematics in grades two through four. In grade five through eleven, the report will show percent correct scores. The reports for the STS are provided in Spanish.

What Kinds of Score Reports Will Parents and Guardians Receive?

How STAR Program Results Are Used

STAR Program test results are used for the following purposes:

- **Communicating with Parents and Guardians**
Along with student report cards and information from school and classroom tests, results on STAR Student Reports can be used by parents and guardians to talk with teachers about ways to improve their children's achievement of California's content standards.
- **Monitoring Student Achievement**
Individual STAR Program results, along with other school and school district reports and teacher information, are used to monitor student achievement for a variety of purposes. Test results, however, should never be used as the only source of information to make important decisions about a student's education.
- **Evaluating School Programs**
Each year, school district and school staff thoroughly review test results for groups of students by grade and subject to identify program strengths and weaknesses.
- **Providing Data to Accountability Programs**
STAR Program test results are used for state and federal accountability programs that monitor the progress of each school district and school toward achieving established goals.

If you have any questions about California's content standards or the STAR Program, please direct them to your child's teacher, counselor, or school office.

Sample Parent/Guardian Letter Before STAR Program Testing Begins

For All Students

NOTE: Before this letter is distributed, be sure to insert the information required in the table or in brackets and in bold.

Dear Parents or Guardians:

Your child, along with public school students throughout California, will take part in the Standardized Testing and Reporting (STAR) Program this spring. All students in grades two through eleven will take the California Standards Tests (CSTs). In addition, students in grades four and seven will take the California Writing Standards Test as a part of the California English–Language Arts Standards Test. These tests measure how well students are achieving California’s content standards for all subjects tested.

Students who are Spanish-speaking English learners in grades two through eleven also will take the Standards-based Tests in Spanish (STS), the designated primary language test (DPLT) for the STAR Program, if:

- They receive instruction in Spanish (regardless of how long they have been in school in the United States); or
- They have been enrolled in a school in the United States for less than 12 months (cumulative).

At the option of the school district, schools also may use the STS to test English learners who will have been in a United States school 12 months or more (cumulative) and who are not receiving instruction in Spanish. English learners who speak a primary language other than Spanish will not participate in a designated primary language test.

Eligible special education students in grades three through eight with disabilities that prevent them from achieving grade-level standards on the CSTs, with or without accommodations, will take the California Modified Assessment (CMA). Participation is based on each student’s individualized education program (IEP). The CMA for English–Language

Arts will be administered to eligible students in grades three through eight, for mathematics in grades three through seven, and for science in grades five and eight. Students taking the CMA for English–Language Arts in grades four and seven also will complete a writing task (prompt) as a part of the assessment. The CMA is based on California’s content standards for the subjects tested.

Students with significant cognitive disabilities, who are unable to take the CSTs or CMA, will take the California Alternate Performance Assessment (CAPA). Students in grades two through eleven will be assessed in English–language arts and mathematics. Students in grades five, eight, and ten also will be assessed in science. The CAPA is based on California’s content standards for the subjects tested.

The results of the STAR Program tests provide valuable information about the academic achievement of all students. It is important, therefore, that students do their best on these tests. On testing days, please make sure your child attends school, gets a good night’s rest, and has a healthy breakfast.

Test results for the CSTs will be sent to your home address in a STAR Student Report within 20 working days after the school district has received the reports. The CMA, CAPA, or STS results will each be sent in a separate report. Individual results are confidential and will be shared only with parents or guardians and their child’s teacher(s). Please keep these reports for use when talking with your child’s teacher(s) about ways to support your child’s learning.

The 2009 STAR Program testing and makeup dates for our school district are listed below:

School District Testing Dates	School District Makeup Dates	2009 STAR Program Tests
		California Standards Tests (CSTs) California Writing Standards Tests* California Modified Assessment (CMA) California Modified Writing Standards Test* California Alternate Performance Assessment (CAPA) Standards-based Tests in Spanish (STS)

Contact **[Insert local contact information]** during regular school hours if you have questions about the STAR Program or the testing schedule.

* These writing tests are a part of the CST and CMA for English–Language Arts in grades four and seven.

Sample Parent/Guardian Letter Before STAR Program Testing Begins

For Students Taking the California Modified Assessment

NOTE: Before this letter is distributed, be sure to insert the information required in brackets and in bold.

Dear Parents or Guardians:

Your child, along with public school students throughout California, will participate this spring in the Standardized Testing and Reporting (STAR) Program, which measures how well students are achieving California's content standards. State and federal law require that all students participate in this mandated testing program.

Your child's individualized education program (IEP) specifies that he or she will participate in the STAR Program by taking the California Modified Assessment (CMA). The CMA is a test that has been designed to provide students who meet the CMA eligibility criteria approved by the State Board of Education greater access to an assessment based on California's content standards (for grades three through eight in 2009). **[Insert which subject(s) the student will take on the CMA. If the student is to take a CST, also indicate which CST.]**

The STAR Program provides valuable information about your child's academic achievement. It is important, therefore, that students do their best. On testing days, please make sure your child attends school, gets a good night's rest, and has a healthy breakfast.

Test results for the CMA will be sent to your home address on the STAR Student Report for the CMA within 20 working days after the school district has received the reports. The STAR Student Report for the CMA will be sent separately from other STAR Program test reports. Individual results are confidential and will be shared only with parents or guardians and their child's teacher(s). Please plan to keep these reports for use when talking with your child's teacher(s) about ways to support your child's academic progress.

Contact **[Insert local contact information]** during regular school hours if you have questions about the CMA or the testing schedule.

The CMA testing dates for the 2009 STAR Program for our school district are **[Insert dates]**.

Sample Parent/Guardian Letter Before STAR Program Testing Begins

For Students Taking the California Alternate Performance Assessment

NOTE: Before this letter is distributed, be sure to insert the information required in brackets and in bold.

Dear Parents or Guardians:

Your child, along with public school students throughout California, will participate this spring in the Standardized Testing and Reporting (STAR) Program, which measures how well students are achieving California's content standards. State and federal laws require that all students participate in this mandated testing program.

Your child's individualized education program (IEP) specifies that he or she will participate in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA is specifically designed for students with significant cognitive disabilities, and it is closely linked to California's content standards for the student's designated grade.

The STAR Program provides valuable information about your child's academic achievement. It is important, therefore, that students do their best. On testing days, please make sure your child attends school, gets a good night's rest, and has a healthy breakfast.

Test results for the CAPA will be sent to your home address on the STAR Student Report for the CAPA within 20 working days after the school district has received the reports. Individual results are confidential and will be shared only with parents or guardians and their child's teacher(s). Please plan to keep these reports for use when talking with your child's teacher(s) about ways to support your child's academic progress.

Contact **[Insert local contact information]** during regular school hours if you have questions about the CAPA or the testing schedule.

The CAPA testing dates for the 2009 STAR Program for our school district are **[Insert dates]**.

Sample Parent/Guardian Letter Before STAR Program Testing Begins For English Learners

NOTE: Before this letter is distributed, be sure to insert the information required in the table or in brackets and in bold.

Dear Parents or Guardians:

Your child, along with all of California's public school students in grades two through eleven, will take part in the Standardized Testing and Reporting (STAR) Program this spring. All students who are English learners, including your child, must take the STAR Program tests that are administered in English. This includes the California Standards Tests (CSTs).

In addition, state law (*Education Code* Section 60640) requires all Spanish-speaking English learners in grades two through eleven to take the Standards-based Tests in Spanish (STS). The STS series is the designated primary language test (DPLT) that is a part of the STAR Program. Spanish-speaking English learners are required to take the STS if:

- They receive instruction in Spanish (regardless of how long they have been in school in the United States); or
- They have been enrolled in a school in the United States for less than 12 months (cumulative).

At the option of the school district, schools also may use the STS to test Spanish-speaking English learners who will have been in a United States school 12 months or more (cumulative) and who are not receiving instruction in Spanish. English learners who speak a primary language other than Spanish will not participate in a designated primary language test.

Results of the STAR Program tests provide important information about how well your child is learning at our school. To help your child do his or her best on testing day, please make sure your child attends school, gets a good night's rest, and has a healthy breakfast.

Test results for the STS will be sent to your home address within 20 working days after the school district has received them. The STAR Student Report for the STS will be sent separately from other STAR Program test reports. Individual results are confidential and will be shared only with parents or guardians and their child's teacher(s). Please keep these test reports for use when talking with your child's teacher(s) about ways to support your child's academic progress.

The 2009 STAR Program tests for all students (including English learners) are to be given in our school district on the following dates:

School District Testing Dates	School District Makeup Dates	2009 STAR Program Tests
		California Standards Tests (CSTs) California Writing Standards Tests* California Modified Assessment (CMA) California Modified Writing Standards Test* California Alternate Performance Assessment (CAPA) Standards-based Tests in Spanish (STS)

Contact **[Insert local contact information]** during regular school hours if you have questions about the STS, the STAR Program, or the testing schedule.

* These writing tests are a part of the CST and CMA for English–Language Arts in grades four and seven.

STAR 2009 Program at a Glance

Elementary School: Grades Two Through Five

Name	CSTs	CMA	CAPA	STS
Students Tested	<p>California Standards Tests</p> <ul style="list-style-type: none"> Students in grades two through five 	<p>California Modified Assessment</p> <ul style="list-style-type: none"> Students in grades three through five with disabilities who meet the CMA eligibility criteria approved by the State Board of Education Participation must be specified in the student's individualized education program (IEP) 	<p>California Alternate Performance Assessment</p> <ul style="list-style-type: none"> Students in grades two through five with significant cognitive disabilities who are not able to take the CSTs or CMA with accommodations or the CSTs with modifications Participation must be specified in the student's individualized education program (IEP) 	<p>Standards-based Tests in Spanish</p> <ul style="list-style-type: none"> Students who are Spanish-speaking English learners in grades two through five who are receiving instruction in Spanish or who have been enrolled in a U.S. school less than 12 months (cumulative) At the option of the school district, schools also may use the STS to test English learners who will have been in a United States school 12 months or more (cumulative) and who are not receiving instruction in Spanish
Subjects	<ul style="list-style-type: none"> English-language arts Mathematics Science (grade five) 	<ul style="list-style-type: none"> English-language arts Mathematics Science (grade five) 	<ul style="list-style-type: none"> English-language arts Mathematics Science (grade five) 	<ul style="list-style-type: none"> Reading/language arts Mathematics
Language	English	English	English	Spanish
Content Focus	California's content standards	California's content standards	California's content standards	California's content standards
School District Testing Dates				
School District Makeup Dates				

California Department of Education, February 2009

STAR 2009 Program at a Glance

Middle School: Grades Six Through Eight

Name	CSTs California Standards Tests	CMA California Modified Assessment	CAPA California Alternate Performance Assessment	STS Standards-based Tests in Spanish
Students Tested	<ul style="list-style-type: none"> Students in grades six through eight 	<ul style="list-style-type: none"> Students in grades six through eight with disabilities who meet the CMA eligibility criteria approved by the State Board of Education Participation must be specified in the student's individualized education program (IEP) 	<ul style="list-style-type: none"> Students in grades six through eight with significant cognitive disabilities and not able to take the CSTs or CMA with accommodations or the CST with modifications Participation must be specified in the individualized education program (IEP) 	<ul style="list-style-type: none"> Students who are Spanish-speaking English learners in grades six through eight who are receiving instruction in Spanish or who have been enrolled in a U.S. school less than 12 months (cumulative) At the option of the school district, schools also may use the STS to test English learners who will have been in a United States school 12 months or more (cumulative) and who are not receiving instruction in Spanish
Subjects	<ul style="list-style-type: none"> English–language arts Mathematics Science (grade eight) History–social science (grade eight) 	<ul style="list-style-type: none"> English–language arts Mathematics (grades six and seven) Science (grade eight) 	<ul style="list-style-type: none"> English–language arts Mathematics Science (grade eight) 	<ul style="list-style-type: none"> Reading/language arts Mathematics
Language	English	English	English	Spanish
Content Focus	California's content standards	California's content standards	California's content standards	California's content standards
School District Testing Dates				
School District Makeup Dates				

California Department of Education, February 2009

STAR 2009 Program at a Glance

High School: Grades Nine Through Eleven

Name	CSTs	CAPA	STS
Students Tested	<p>California Standards Tests</p> <ul style="list-style-type: none"> Students in grades nine through eleven 	<p>California Alternate Performance Assessment</p> <ul style="list-style-type: none"> Students in grades nine through eleven with significant cognitive disabilities who are not able to take the CSTs even with accommodations or modifications Participation must be specified in the student's individualized education program (IEP) 	<p>Standards-based Test in Spanish</p> <ul style="list-style-type: none"> Students who are Spanish-speaking English learners in grades nine through eleven who are receiving instruction in Spanish or who have been enrolled in a U.S. school less than 12 months (cumulative) At the option of the school district, schools also may use the STS to test English learners who will have been in a United States school 12 months or more (cumulative) and who are not receiving instruction in Spanish
Subjects	<ul style="list-style-type: none"> English–language arts Mathematics Science Life Science History–social science 	<ul style="list-style-type: none"> English–language arts Mathematics Science (grade ten) 	<ul style="list-style-type: none"> Reading/language arts Mathematics
Language	English	English	Spanish
Content Focus	California's content standards	California's content standards	California's content standards
School District Testing Dates			
School District Makeup Dates			

California Department of Education, February 2009

You Can Help Your Children Do Better on State Tests

- Visit the school to find out how your children's classroom instruction addresses California's content standards.
- Attend parent/guardian/teacher conferences to find out how well your children are achieving and what they need to do to improve.
- Discuss with your children the importance of going to school every day and doing their best on assignments and tests.
- Make sure your children have a quiet place to study and that they complete all homework assignments.
- Attend information meetings for parents and guardians. Ask about the major tests given to children and other ways academic achievement is measured.
- Know when the major tests, such as tests in the STAR Program, are given and find out what you can do to help make sure your children are prepared.
- Discuss upcoming tests with your children and try to reduce their anxieties about test taking. Reassure them that the test results will provide useful information about what they know and what they still need to learn.
- Make sure your children attend school on testing days, get a good night's rest, and have breakfast before a big test.

Get Involved

Children do better in school when parents and guardians get involved. In addition to the suggestions already described in this brochure, you can become involved by attending school events, joining parent/guardian groups, and visiting your school's Web site.

You also are encouraged to contact the school for additional information about your children's academic progress and the tests they are taking at school.

To Find Out More

Additional information on the STAR Program is available on the California Department of Education Program Resources Web page at <http://www.cde.ca.gov/ta/tg/tg/sr/resources.asp>.



Standardized Testing and Reporting Program

Helping Your Children Achieve

2009

Suggestions for Parents and Guardians

Parents and guardians play a very important part in their children's education. Encouraging children to do their best in school and to complete school assignments well and on time can have a positive impact on children's learning. Research about how children learn shows that a great deal can be done at home to increase their academic performance.

One question you may have about the Standardized Testing and Reporting (STAR) Program is, "How can I help my child do better on the tests?" The question really is, "How can I help my child do well in school?" What you do at home can make a very big difference in how well your children achieve in school.

Most Important of All

Let your children know how important their work at school is and how interested you are in what they are doing. Talk with them every day about:

- What they did at school
- What homework must be finished for the next day
- What needs to be done on a future project

Here are some suggestions for helping your children in reading, writing, mathematics, and other academic areas.

For Reading and Writing

- Listen to your children read. Read stories aloud to and with them.
- Talk about what you and your children are reading. Ask questions and discuss words that are new or difficult.
- Spend time together, as a family, reading newspapers, magazines, and books.
- Encourage your children to write lists, notes, thank-you notes, requests, journals, recipes, short stories, and other types of writing used in everyday life.
- For writing assignments, talk with your children about what the assignment requires; help them list the points to cover. Take your children to the library or help them use the Internet if more information is needed.
- Set a limit on the amount of time your children watch television or use the computer. Watch and discuss television programs with them whenever possible.

For Mathematics

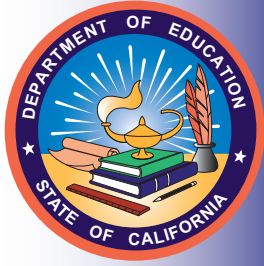
- Review homework every day with your children to make sure assignments are completed. Ask your children to explain some of their math problems and how they solved them.
- Attend classes about mathematics for parents and guardians to prepare for questions that your children might ask at home.

- Have your children help solve "real" mathematical problems as you play games, cook a meal, or prepare to do a home project.
- Show your children how mathematics is used in everyday life, including cooking, shopping, making crafts, sewing, and doing home repairs.
- Help your children read charts or graphs in newspapers and magazines. Read maps when going on a family trip. It is important to help your children apply what they are learning.

For Other Academic Areas

For other academic areas, such as science and history—social science, challenge children to use reading, writing, and mathematics skills along with their knowledge about the subject. As your children read about a subject, ask them to tell you about it. This reinforces what they have learned and promotes the use of their new vocabulary.

Share your interest in any academic area because children become interested in what is discussed at home. Family trips to museums, special television programs, news about a recent scientific discovery, and important world and local events should be shared and discussed. At times, let your children take the lead in talking about topics of interest to them.



California
Department
of
Education

February
2009

Accessing the Program Resources Web Page

The Standardized Testing and Reporting (STAR) Program provides resources for parents and guardians that are available through the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/>. Step-by-step instructions to locate, read, download, or print these resources are provided in this guide.

Computer Requirements

To access the CDE Web site, you will need a computer with an Internet connection and a Web browser, such as Microsoft Internet Explorer version 5.5 or above, Mozilla Firefox 0.8 or above, or another Web browser compatible with these browser standards. Many resources are posted on the CDE Web site as Portable Document Format (PDF) files. To open and read PDF files, you also will need Adobe Reader. Adobe Reader can be installed on your computer free of charge by downloading it from <http://www.adobe.com/> (Outside Source) or from the CDE Web site by selecting the link titled "Download Free Readers." This link is found in the lower right corner of many pages on the CDE Web site.

Accessing the Program Resources Web Page

Step 1: Launch or open your Web browser.

Typically, a Web site will appear when you launch your browser. At the top of this Web site, you will find a box in which you type in the address of the Web site or page you want to access.

Step 2: Go to the home page of the CDE Web site.

Enter the following into the address line of your Web browser: <http://www.cde.ca.gov/>.

CDE Home Page

California Department of Education
1430 N Street
Sacramento, CA 95814

Contact Us | FAQ | Web Policy

Step 3: Go to STAR Web page.

From the CDE home page, select “Standardized Testing and Reporting (STAR),” located under “Highlights.”

Option: To access information about any state test, select “Testing & Accountability” in the top menu bar on the CDE home page. On the “Testing & Accountability” page, select “Testing,” located in the menu bar on the left side of the page, or select “Standardized Testing and Reporting.”

Web address for the Standardized Testing and Reporting Web page: <http://www.cde.ca.gov/ta/tg/sr/>

Standardized Testing and Reporting Web Page

Standardized Testing and Reporting (STAR) – Testing (CA Dept of Education)

California Department of Education

Standardized Testing and Reporting (STAR)

Administration of the Standardized Testing and Reporting (STAR) program. Test results are used for student and school accountability purposes.

[Test Results Reporting Site](#)
STAR 2008 results are now available.

[2008 STAR Program Summary of Results](#) (Posted 15-Aug-2008; DOC; 372KB; 16pp.)

[Matrix of Test Variations, Accommodations and Modifications](#) (Posted Oct-2007; DOC; 2.2MB; 6pp.)

[Program Resources](#)
Copyright permission, performance level tables, reference sheets, California Standards Tests blueprints, writing guides, released test questions, information and assistance packets, and technical reports.

[CAPA Alternate Performance Assessment \(CAPA\)](#)

[California Modified Assessment \(CMA\)](#)

[Administrative Documents](#)
STAR regulations, Pre-ID, apportionment, and item and time charts.

[Program Notes](#)
STAR Assessment Notes.

[California Reading List \(CRL\)](#)
Use this site to search for a list of books appropriate for a student based on the student's reading performance on tests within the STAR Program.

[CDE Calendars](#)
Testing dates, fiscal deadlines, and scheduled conferences.

[Pre-identification and Data Editing and Reporting Services for Statewide Assessments](#)
Describes Pre-ID services through the test vendor.

[Golden State Seal Merit Diploma](#)
Qualifications and request forms.

Questions: STAR Office | [Write STAR](#) | 916-445-8765
[Download Free Readers](#)

California Department of Education
1430 N Street
Sacramento, CA 95814

Contact Us | FAQ | Web Policy
Last Reviewed: Friday, August 15, 2008

Accessing the Program Resources Web Page

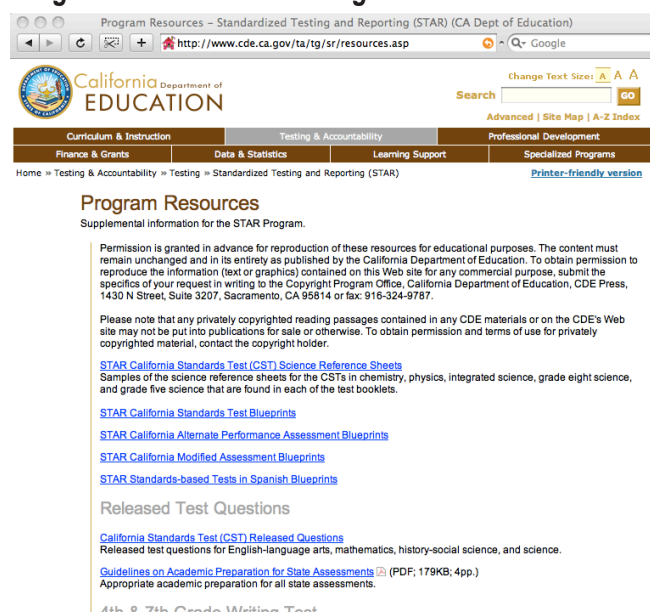
Step 4: Go to Program Resources.

On the Standardized Testing and Reporting Web page, select “Program Resources.”

The “Program Resources” Web page has information for parents and guardians, including sample released test questions for all grades and subjects tested by the California Standards Tests (CSTs). Use the vertical scroll bar on the right to scroll through this page.

Web address for the Program Resources Web page: <http://www.cde.ca.gov/ta/tg/sr/resources.asp>

Program Resources Web Page



Other Tips:

- The color blue is often used to indicate pages and documents that can be viewed, downloaded, or printed. Some of the Web pages also can be printed by selecting “Printer-friendly version,” located in the upper right corner of the page. The printer-friendly version is a display version of the Web page that is not cluttered with toolbars and tabs designed for navigation purposes.
- Any of the sites or pages can be accessed by typing the Web address directly into the address line of the Internet browser. This address is also known as a Uniform Resource Locator (URL).
- You will find that some PDF files may take up to several minutes to download to your computer. The speed of this process depends on a number of factors, including the speed of your connection to the Internet and the size of the file you are downloading.
- If you type a Web address or URL incorrectly, you will get an error message. Check to make sure you spelled the address correctly, used forward slashes (/), or did not add any extra spaces.

Communicating with Parents and Guardians About 2009 STAR Program Tests

Resources for Use by School District and School Staff

Appendixes

Appendix A
Glossary of Terms
and Acronyms

Appendix B
Resources Available
on the Internet

Appendix A

Glossary of Terms and Acronyms

Academic Performance Index

The Academic Performance Index (API) is a state requirement under the Public Schools Accountability Act (PSAA) of 1999. The API is a single number that ranges from 200 to 1000 and indicates how well a school performed academically the previous year. A complete explanation of all API criteria is available on the California Department of Education Academic Performance Index Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

accommodations

Accommodations are variations in the administration of an assessment. Accommodations include variations in scheduling, setting, timing, response mode, presentation format, and others. The term “accommodation” commonly refers to changes that do not alter in any significant way what the test measures or a comparability of scores. Accommodations are identified in a student’s individualized education program (IEP) or Section 504 plan and should be used regularly during classroom instruction and assessments. A complete list of the allowable accommodations is outlined in *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, which is available on the California Department of Education Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

adequate yearly progress

Adequate yearly progress (AYP) is a requirement under the federal No Child Left Behind (NCLB) Act of 2001. Under the NCLB criteria, schools and local educational agencies (i.e., school districts and county offices of education) must meet or exceed specified criteria annually in order to make AYP. A complete explanation of all AYP criteria is available on the California Department of Education Adequate Yearly Progress Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Apr enda: La prueba de logros en español, Tercera edición

The Apr enda: La prueba de logros en español, Tercera edición (Apr enda 3) measures students' achievement of general academic knowledge in Spanish. In 2008, this norm-referenced test was for students who were Spanish-speaking English learners in grades eight through eleven. (*Note:* This test was administered under the STAR Program through 2008; it will no longer be administered.)

average percent correct

This statistic is the arithmetic mean or average of the percent correct scores for groups of students who took the test for each grade and subject tested.

blueprints

The blueprints outline the specific California content standards addressed and the number of questions by grade, subject, or course for each standards-based test component of the STAR Program.

California Achievement Tests, Sixth Edition Survey

The California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) was used to measure students' achievement of general academic knowledge in core subjects. The norm-referenced tests of the CAT/6 Survey provided national comparisons for students in grades three and seven only. (*Note:* This test was administered under the STAR Program through 2008; it will no longer be administered.)

California Alternate Performance Assessment

The California Alternate Performance Assessment (CAPA) measures students' achievement of California's content standards for English–language arts and mathematics for Levels I through V and for science for Levels I, III, IV, and V. The CAPA is an alternate assessment for students in grades two through eleven who have significant cognitive disabilities and cannot take the CSTs, even with accommodations or modifications.

California Modified Assessment

The California Modified Assessment (CMA) measures students' achievement of California's content standards for English–language arts in grades three through eight, for mathematics in grades three through seven, and for science in grades five and eight. This assessment is for students with disabilities who meet CMA eligibility criteria approved by the State Board of Education.

California Standards Tests

The California Standards Tests (CSTs) measure students' achievement of California's content standards in English–language arts, mathematics, science, and history–social science. The CSTs are for students in grades two through eleven.

content standards

Adopted by the State Board of Education, California's content standards are statements that describe what all students in California public schools should know and be able to do in particular subjects or courses and grades. These standards define for administrators, teachers, parents, guardians, students, and the community what is expected for all students.

end-of-course

The end-of-course designation on the Internet reports summarizes the results for all students across grades within a school, district, county, or the state who took each course-specific California Standards Test (CST), such as Algebra I, Biology, or World History.

mean scale score

A mean scale score reported for the California Standards Tests (CSTs), California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), or Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) is the arithmetic mean or average of the scale scores for groups of students who took the test without modifications. A mean scale score reported for the California Alternate Performance Assessment (CAPA) is the arithmetic mean or average of the scale scores for all students who took the CAPA at the relevant grade and CAPA level. (*Note:* The CAT/6 and

Appendix 3 were administered under the STAR Program through 2008; these tests will no longer be administered.)

modifications

A modification is a change to the testing conditions, procedures, and/or formatting; therefore, the results are counted differently for accountability and reporting purposes. A complete list of the allowable modifications is outlined in *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, which is available on the California Department of Education Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

national percentile rank

A national percentile rank (NPR) is the percentage of scores in a national sample, tested in the same grade and at a comparable time of the school year, that falls below a given score. For example, if a student scores at the 60th NPR, this means that the student scored as well as or better than 60 percent of the students in the national sample (norm group). (*Note:* The NPR relates to the reporting of the California Achievement Tests, Sixth Edition Survey [CAT/6 Survey] and the Aprenda: La prueba de logros en español, Tercera edición [Aprenda 3]. These tests were administered under the STAR Program through 2008; they will no longer be administered.)

No Child Left Behind Act of 2001

The No Child Left Behind (NCLB) Act of 2001 is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act. The NCLB mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state's content standards for proficiency in English-language arts and mathematics by 2014. Schools, school districts, county offices of education, and the state must demonstrate adequate yearly progress (AYP) toward achieving that goal.

norm-referenced test

A norm-referenced test (NRT) is a test in which individual student or group performance is compared to that of a larger group. Usually, the larger group (norm group) is a national sample representing a wide and diverse cross section of students. The California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) and Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) are NRTs. (*Note:* The CAT/6 and Aprenda 3 were administered under the STAR Program through 2008; these tests will no longer be administered.)

performance levels

Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level. California has identified five performance levels for reporting individual student and group test results of the California Standards Tests (CSTs), the California Modified Assessment (CMA), the California Alternate Performance Assessment (CAPA), and the Standards-based Tests in Spanish (STS). The five levels are: advanced, proficient, basic, below basic, and far below basic. The State Board of Education set proficient or advanced as the target performance level.

released test questions

Released test questions (RTQs) are selected questions taken from prior test administrations (2003–2008) of the California Standards Tests (CSTs) for English–Language Arts, Mathematics, Science, and History–Social Science. These questions cover a selection of California’s content standards, demonstrate a range of difficulties, and represent a variety of ways in which content standards can be assessed. Because RTQs are released to the public, they will not appear on future CSTs.

scale score

Scale scores are derived from the number or percentage of questions that students must answer correctly to score at each performance level. Higher scale scores indicate higher levels of performance, while lower scale scores indicate lower levels of

performance. The scale scores for the California Standards Tests (CSTs) range from a low of 150 to a high of 600. The California Alternate Performance Assessment (CAPA) scale scores range from a low of 15 to a high of 60. These scale score ranges do not change from year to year.

scoring rubric

Scoring rubrics are guidelines that are used to score the student work written in response to the writing tasks that are a part of the California Standards Test (CST) and California Modified Assessment (CMA) for English–Language Arts in grades four and seven. The criteria in the rubrics address the standards for writing strategies, writing applications, and written conventions that are a part of California’s English–language arts content standards. Readers use the rubrics to assign a score from 4 (high) to 1 (low) to each student’s written response. The score is then doubled and combined with the results of the multiple-choice questions to produce an overall score for English–language arts.

standardized assessments

Standardized assessments have a consistent set of procedures for designing, administering, and scoring the assessments. The purpose of standardization is to ensure that all students are assessed under the same conditions so that their scores will have the same meaning and will not be influenced by differing conditions.

Standardized Testing and Reporting Program

First authorized by law in 1997, the Standardized Testing and Reporting (STAR) Program is administered annually to California’s public school students in grades two through eleven. The purpose of this program is to measure how well students are learning the knowledge and skills of the state content standards, adopted by the State Board of Education, for English–language arts, mathematics, history–social science, and science. The STAR Program for 2009 has four components:

- California Standards Tests (CSTs)
- California Modified Assessment (CMA)

- California Alternate Performance Assessment (CAPA)
- Standards-based Tests in Spanish (STS)

standards-based assessments

Standards-based assessments are developed to align with specific California content standards. Results on standards-based assessments are reported on the basis of clearly defined performance categories or levels. The California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) are standards-based assessments.

Standards-based Tests in Spanish

The Standards-based Tests in Spanish (STS) consist of achievement tests in Spanish, developed exclusively for California's Spanish-speaking English learners. The STS series is designed to assess the academic knowledge of these students with respect to California's content standards in reading/language arts and mathematics.

State Board of Education

The State Board of Education (SBE) is the state education agency that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers of the *Education Code*. The SBE has eleven members who are appointed by the Governor.

subgroup

A subgroup is a well-defined group of students. For example, the federal No Child Left Behind (NCLB) Act of 2001 identifies specific subgroups of students who must achieve adequate yearly progress (AYP). These identified subgroups are race or ethnicity, students with disabilities, limited-English proficient, and socioeconomically disadvantaged.

test variations

A test variation is a change in the manner in which a test is presented or administered or in how a test taker is allowed to respond. It includes, but is not limited to, accommodations and/or modifications. A complete list of the allowable test variations for students with disabilities and variations for students who are English learners is outlined in the following documents:

- *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, available on the California Department of Education (CDE) Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>
- *Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007)*, available on the CDE Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>
- *Matrix of the California Modified Assessment Test Variations and Accommodations for the 2009 Administration*, available on the CDE California Modified Assessment Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>

writing prompt

A writing prompt is a task that a student is to complete. The prompt includes all pertinent information the student needs to write a response. Writing prompts are included in the California Standards Tests (CSTs) and the California Modified Assessment (CMA) for English–Language Arts in grades four and seven. Each of these tests includes one writing prompt.

Appendix B

Resources Available on the Internet

California Department of Education Resources

Academic Performance Index

<http://www.cde.ca.gov/ta/ac/ap/>

Adequately Yearly Progress

<http://www.cde.ca.gov/ta/ac/ay/>

California Reading List

<http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>

California Standards Test Released Questions

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

Content Standards

<http://www.cde.ca.gov/be/st/ss/>

DataQuest Parents Reference Page

<http://dq.cde.ca.gov/dataquest/DQP.htm>

Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)

<http://www.cde.ca.gov/ta/tg/sa/>

Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007)

<http://www.cde.ca.gov/ta/tg/sa/>

Matrix of the California Modified Assessment Test Variations and Accommodations for the 2009 Administration

(Note: This document can be found in “Appropriate test variations and accommodations for the 2009 administration of the California Modified Assessment [CMA] based on the study of item format and delivery mode from the CMA.”)

<http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>

Program Resources

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

Standardized Testing and Reporting

<http://www.cde.ca.gov/ta/tg/sr/>

STAR CAPA Blueprints

<http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp>

STAR CMA Blueprints

<http://www.cde.ca.gov/ta/tg/sr/cmablueprints.asp>

STAR CST Blueprints

<http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>

STAR STS Blueprints

<http://www.cde.ca.gov/ta/tg/sr/stsblueprints.asp>

STAR 2008 Test Results

(Note: School, district, county, and statewide summary results are available on this Web page.)

<http://star.cde.ca.gov/>

Teacher Guides to the California Writing Standards Test

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

Outside Sources**California State University English Success**

<http://www.csuenglishsuccess.org/> (Outside Source)

California State University Math Success

<http://www.csumathsuccess.org/> (Outside Source)

Early Assessment Program

<http://www.calstate.edu/eap/> (Outside Source)